

I Didn't Mean to Wreck Your Day: Understanding What is Driving the Behavior



Participant Handouts

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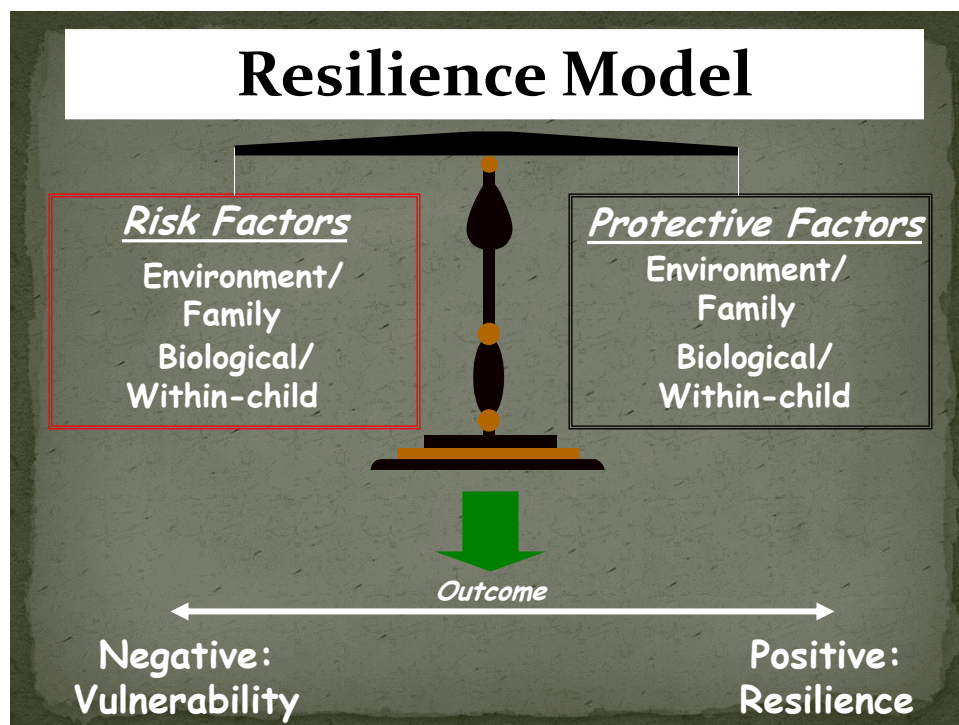
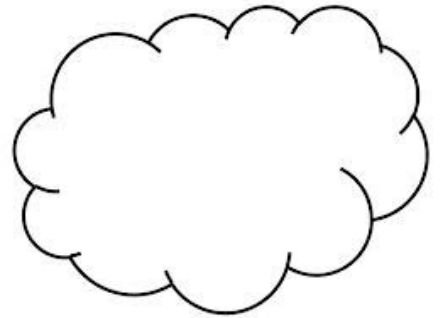
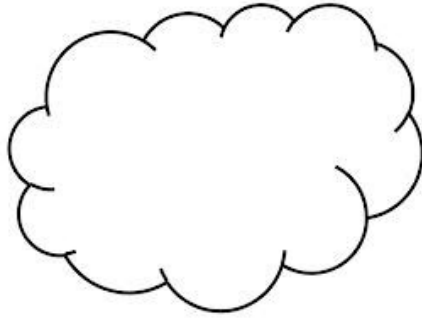
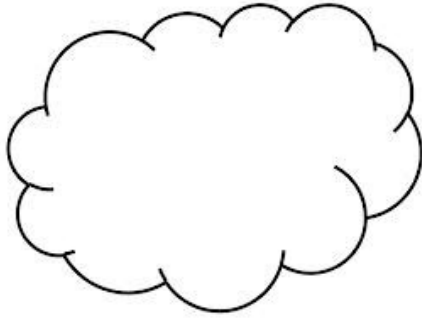
Think of a child that you work with.

Reflect on the child, so that you can better empathize with his or her point of view during challenging times.

List the child's strengths

List the child's interests

List the child's challenges



Risk Factors Affecting Behavior	Protective Factors

List of Encouraging Words and Phrases

“Thank you for your help!”

“You should be proud of yourself.”

“Look at your improvement.”

“That grade reflects a lot of hard work.”

“You worked really hard to get this room clean!”

“Thanks for helping set the table, that made a big difference.”

“I noticed you were really patient with your little brother.”

“That’s a tough one, yet you’ll figure that out.”

“Look how far you’ve come!”

“I trust your judgment.”

“The time you’re putting into your homework is really paying off.”

“I love being with you.”

“I can tell you spent a lot of time thinking this through.”

“I really feel like a team when we work like this!”

“I can tell you really care.”

“I see a very thorough job!”

“That’s what we call perseverance-stick to itness!”

“I noticed that you spent a lot of time on your project.”

Now add your own

Curiosity Questions

Asking instead of telling invites children to develop their own thinking.

“What do you need to do to be ready for _____ ?

“Oops! What do you need to do to clean up _____ ?

“How can you and your brother (sister/friend) solve this problem ?

“What do you need to take to _____ lessons, if you want to have everything you need for class?

What is your plan for getting your room cleaned?